



schools online curriculum content initiative

# LEARNING OBJECTS **Catalogue**



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APRIL 2007

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# Literacy

## Introduction

These learning objects focus on enhancing the capabilities of middle-years students (years 5–9) who are at risk of not achieving the National Literacy Benchmarks.

The learning objects employ a variety of rich contexts, which include interactive narrative structures and 'game play' devices to promote engagement for a diverse range of students.


Scaffolding, that is explication of the instructional demands and ongoing feedback to students about their responses, is an integral part of the design of the learning objects. Many objects readily link to a number of curriculum areas, as well as real-life social contexts. Overall, a range of contexts provides students with access to student-focused materials that offer multiple opportunities for literacy progression. The learning objects released to date focus on literary reception, production and critical multiliteracies.

The organising pedagogical framework for the objects is the widely recognised 'four roles of the reader (four resources)' model developed by Peter Freebody and Allen Luke. To develop as effective receivers, students must learn to take on a set of roles, or ways of interacting with text, to understand and use text on several levels for a variety of purposes.

### General information

The catalogue provides details of all literacy learning objects released to date.

An asterisk (\*) indicates that a learning object/s in a series is still in development.

Learning objects are grouped into series and each series has a key graphic representing the series. Many of the learning objects are aggregated into a sequence or theme. Aggregated learning objects are identified with the symbol .

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Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of learning objects. Contact TLF's Contact Liaison Officer (CLO) in your state, territory, school sector or country for details.

For further information about TLF, learning objects and contact details for CLOs go to the website at [www.thelearningfederation.edu.au](http://www.thelearningfederation.edu.au).

## ***Literacy: reception***

The reception set of learning objects focuses on the reception of textual material encompassing reading, viewing and listening capabilities, but not to the exclusion of other relevant areas of literacy performance.

### **Catch the thief**



Learning objects	LO ID
Catch the thief: level 1	387
Catch the thief: level 2	388
Catch the thief: level 3	389

This series contains non-TLF content. See Acknowledgements in the learning objects.

A valuable painting has been stolen from an art gallery. Students consider a range of oral, written and visual evidence as they predict who committed the crime and support their claim with evidence.

Students read a range of different oral, written and visual texts to find specific information. They are asked to make inferences and predictions from this information. They make use of skimming and scanning techniques to find and select information appropriate to their needs. The students are able to use the process of logical reasoning and elimination to identify the correct answer.

There are three levels of complexity in the Catch the thief series.

Letters to the editor

In the Letters to the editor series, students join the staff of a local newspaper and investigate plans that would lead to development in a local park.



Learning objects	LO ID
Letters to the editor: interviews 1	332
Letters to the editor: interviews 2	333
Letters to the editor: survey residents	334
Letters to the editor: community agrees	335
Letters to the editor: community disagrees	336

This series contains non-TLF content. See Acknowledgements in the learning objects.

Students decode and consider a range of oral, written and visual texts, all of which state a position on the issue. Students identify an author’s point of view or bias in the texts, and use the process of logical reasoning to match an author with a particular text.

Different learning objects in this series allow students to conduct interviews, interpret survey results and construct, with guidance, a feature article and an editorial about the proposed development.

## Picture this

The Picture this series require students to use the 'picture in your head' visualisation strategy to decode and interpret descriptive texts in spoken and written form.



Learning objects	LO ID
Picture this: level 1	268
Picture this: level 2	269
Picture this: level 3	270

This series contains non-TLF content. See Acknowledgements in the learning objects.

Students relate the spoken and written texts to their own knowledge. They view animated visual representations of their interpretations. They understand that texts can be interpreted in a range of different ways by a listener and/or reader.

Make a movie



Learning objects	LO ID
Make a movie: level 1	341
Make a movie: level 2	342
Make a movie: level 3	343

This series contains non-TLF content. See Acknowledgements in the learning objects.

Students are required to use the 'picture in your head' visualisation strategy to decode and interpret descriptive texts in spoken and written form. They turn an adventure, mystery or science fiction script into an animated movie.



## Space rescue

Space rescue is a series in which students are asked to rescue spaceship crews stranded on distant planets. They decode messages from the stranded crew, choose the appropriate supplies needed for the rescue mission, launch the spaceship and steer it to the planet. Students are asked to follow a map and instructions in order to reach the stranded crew.

Learning objects	LO ID
Space rescue: Planet Thor	390
Space rescue: Planet Ventura	464
Space rescue: Planet Juno	465

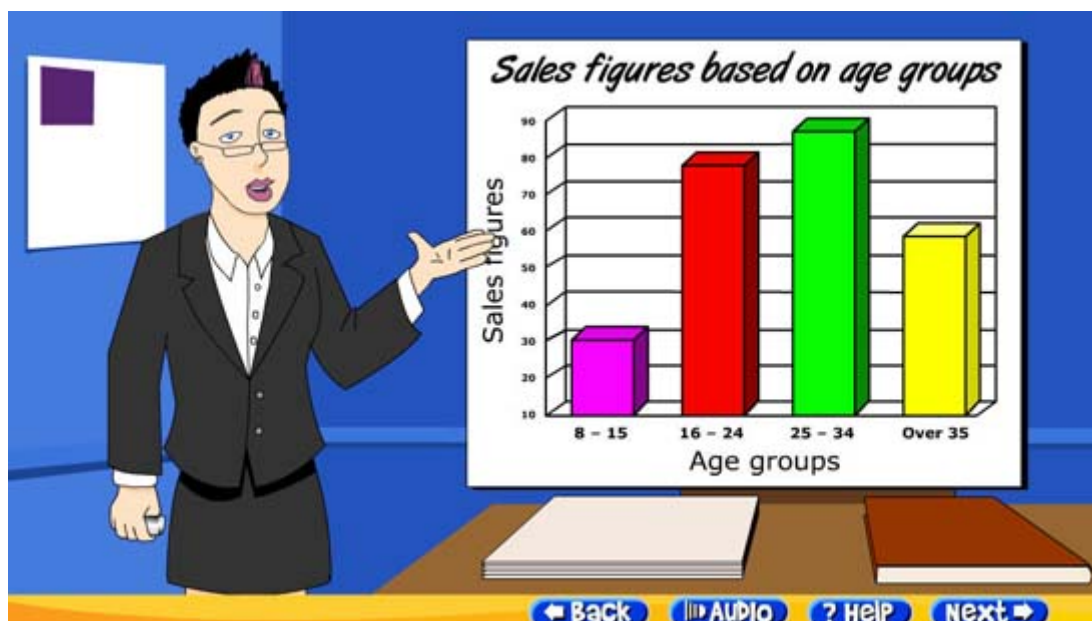
This series contains non-TLF content. See Acknowledgements in the learning objects.

Students use four sources of information to predict likely words in a text, use a range of strategies to work out the meanings of unknown words, recognise common sight words and recognise correct word order in a sentence. They construct literal and inferential meaning from short texts and take appropriate action in response to those texts.



## Advertising and marketing

In the Advertising and marketing series, students are asked to help increase the sales of products (soft drinks, chocolate and biscuits) to a defined market. Based on market surveys and other sources of information, students select appropriate features for the product and prepare promotional material to sell it.



Learning objects	LO ID
Selling soft drinks	413
Selling chocolate	414
Selling biscuits	415

Students decode, interpret and apply information from texts incorporating visuals such as illustrations, diagrams, maps, graphs and tables. They understand literal and inferential meanings found in the texts and use information gained from written and visual texts to construct new text. They also understand how the choice of words and text structures contributes to the way a text portrays particular social groups.

## Trans-Tasman challenge\*

Students explore holiday destinations in Australia and New Zealand by viewing a range of texts.

**Kahutia Te Rangi** landed at Ahuahu, just outside our village, in the early hours of the morning. To commemorate his voyage he was given another name, Paikea. At the time of landfall the star Poututerangi was just rising above our sacred mountain, Hikurangi. The landscape reminded Paikea of his birthplace back in Hawaiki so he named his new home Whangara Mai Tawhiti, which we call Whangara for short. All the other places around here are also named after similar headlands and mountains and rivers in Hawaiki - Tawhiti Point, the Waiapu River, and Tihirau Mai Tawhiti.

*The Whale Rider by Witi Ihimaera*

**Question 4:**  
Which village is the main location for the story? Read all the texts! Look for words that start with a capital letter.

TEXT 1   TEXT 2   TEXT 3

Choose Location 4

Learning objects	LO ID
*Trans-Tasman challenge: level 1	460
Trans-Tasman challenge: level 2	461
Trans-Tasman challenge: level 3	462

\* Learning objects in development.

This series contains non-TLF content. See Acknowledgements in the learning objects.

This suite of three learning objects, which progressively increase in difficulty, provides students with the opportunity to employ a range of strategies to decode written and visual texts, including maps and photographs. They then construct literal and inferential meaning from those texts and take action based on the information contained in the texts.

## Underwater discovery

Following an oil spill, students dive underwater and explore a coral reef. They take photos of animals that match descriptive texts.



Learning objects	LO ID
Underwater discovery: level 1	382
Underwater discovery: level 2	385
Underwater discovery: level 3	386

This series contains non-TLF content. See Acknowledgements in the learning objects.

Students are asked to use strategies of reading, predicting and cross-checking information contained in four sources.

The rap machine

In The rap machine series, students mix their own rap music. They start with model lyrics and beats, and then change each line to make a new rap with a selected beat. Students are encouraged to find a rapper to perform their song.

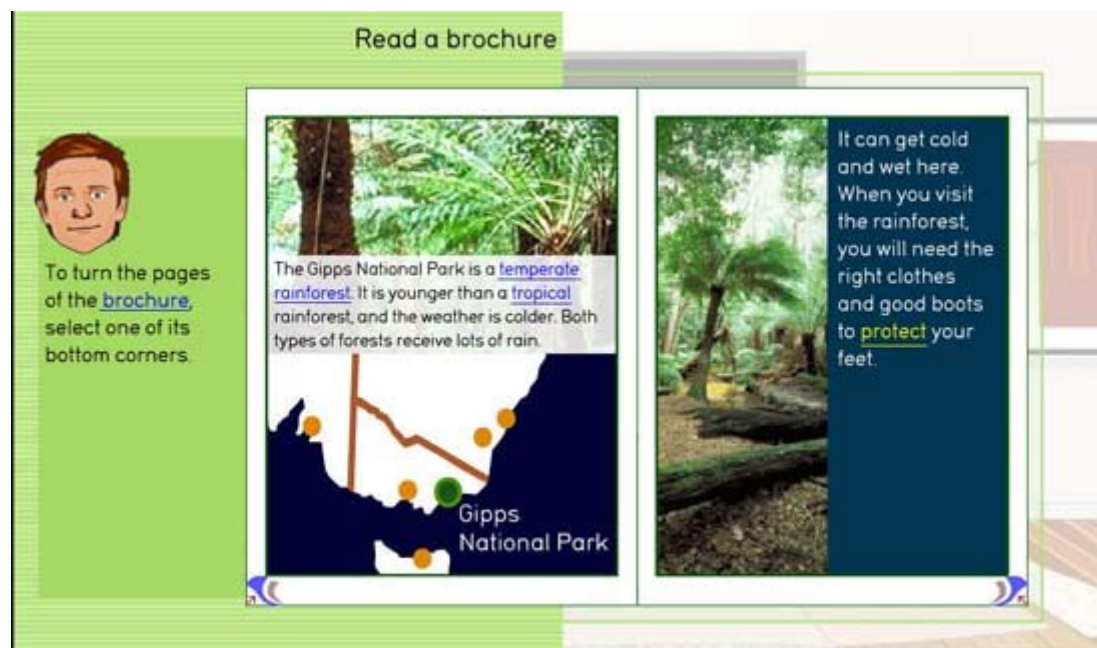


Learning objects	LO ID
Rap machine: space travel	457
Rap machine: underwater city	458
Rap machine: talent quest	459

Students are asked to identify standard and non-standard English. They are also asked to select appropriate text to change the meaning of the words in the rap song.

## Rainforest

In the Rainforest series, students are invited to volunteer to help protect a rainforest in south-east Australia during the tourist season. They prepare for the trip by reading a brochure, booking a flight using 24-hour time and choosing clothing suitable for the climate from a sales catalogue.



Learning objects	LO ID
Rainforest: tracks, maps and signs 🧭🗺️📌	344
Rainforest: read a brochure	345
Rainforest: pack for your trip	346
Rainforest: book a flight	347
Rainforest: explore the rainforest	348
Rainforest: use signs and symbols	349
Rainforest: use a grid map	350
Rainforest: use compass points	351
Rainforest: make a walking track	352
Rainforest: make signs	353

'Rainforest: tracks, maps and signs' and 'Rainforest: read a brochure' contain non-TLF content. See Acknowledgements in the learning objects.

Students explore three layers of the rainforest: canopy, understorey and forest floor. They are asked to choose symbols to represent rainforest features. Students use grid references and compass points to find positions on a map, and to construct a new walking track. They also make informative signs about places of interest in the rainforest.

This series encourages students to: relate a text to their own growing knowledge and experiences; understand how illustrations, including diagrams, tables, maps and graphs, contribute to the meaning of a text; understand the literal and inferential meanings found in texts; and use texts as a basis for action.

Rainforest: tracks, maps and signs is the most complex learning object, containing eight of the learning activities.

Finders keepers

Students navigate through a three-dimensional house, collecting clues and useful objects in order to discover hidden treasure. The Finders keepers learning objects use a series of reflective questions about a range of everyday texts to encourage students to approach reading as a purposeful activity.

Finders Keepers

Hiding my treasure

Last weekend I created a secret hiding place for my treasure. Firstly I made a large hole in the wall and slid my safe into it. Then I put all my treasure into the safe. I locked the safe and set the security code. Finally I hung a painting in front of the safe so there was no evidence of my treasure.

My treasure is now safe!

Text activity

This text:

Select your response

tells how to slide a painting into a safe

tells what Mr Starr did to hide his treasure

tells an adventure story about treasure

Correct! Here is a piece of the clue:

basement

Select **Next** to continue.

Next

Learning objects	LO ID
Finders keepers: level 1	259
Finders keepers: level 2	262
Finders keepers: level 3	263

Students are asked to use a range of strategies to: decode written and visual texts; consider the author's purpose; construct and combine literal and implied meaning from a range of texts to solve problems; and take action based on information in written and visual texts. Finders keepers is a suite of three learning objects that progressively increase in complexity.



## Fashion design



Learning objects	LO ID
Fashion design: market research	295
Fashion design: quality control	296
Fashion design: advertising	297
Fashion design: studio	298

The Fashion Design learning objects are set in the offices of a fashion design company called OzKiwi Designs. Students will recognise that texts, both print and images, use different ways of communicating meaning. They also analyse the way purpose and audience shape different community texts, such as scientific reports, catalogues and magazine advertisements, and select textual elements appropriate to a purpose. They will do this by: reviewing test findings on properties of fabrics and then selecting and shaping these into a scientific report; reviewing mock-ups for a catalogue cover and determining which one should be used; selecting visuals for a press advertisement; using the DigiGadget computer to review market research interviews and determine a marketing 'blurb' for the advertisement; using a template to determine the layout of the items in the advertisement; reviewing three magazines and deciding which one the advertisement should be placed in.



## ***Literacy: production***

The production set of learning objects focus on the production of various kinds of texts using electronic formats. The emphasis is on composing written texts, incorporating the use of images, but scripts for texts to be spoken and opportunities for students to develop their capacities for using spoken language offline are also included. Students create multimedia publications integrating various print formats with graphics, icons and mainly still images.

### **Dream machine**

The scenario for the Dream machine series is an e-commerce website featuring an online catalogue for creating your own fantasy bikes. This motivates students to work through the learning object, receiving a series of built-in rewards. Feedback and scaffolding are included in the design in order to maximise the effectiveness of multimedia.



Learning objects	LO ID
Dream machine: similes	1174
Dream machine: metaphors	862

#### **Dream machine: similes**

The 'Dream machine: similes' learning object provides an engaging learning experience guiding students to recognise and use similes to create imagery that enhances the meaning and aesthetics of a description. They will also gain an understanding of a description's structure and grammatical features in order to describe the bike they create.

Students learn the function of similes; apply this knowledge by selecting similes to confirm choices of bike parts; create new similes; and use these similes to produce vivid imagery in a description of their customised bike. The practical task of ordering a customised bike that has fantasy features motivates students to complete the description. The reward is the 'delivery' of the customised bike (animation).

This learning object provides stimulation for many classroom activities and could be used to introduce similes, or description as a text type.

#### **Dream machine: metaphors**

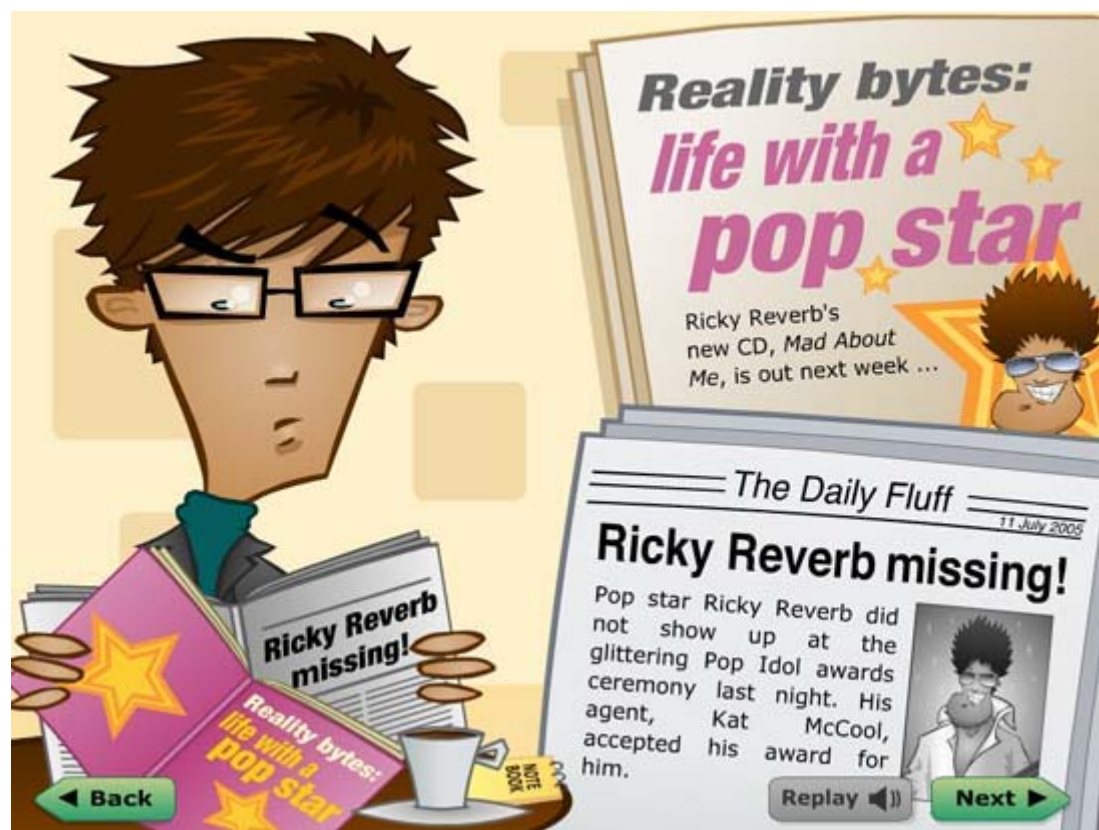
The 'Dream machine: metaphors' learning object provides an engaging learning experience guiding students to recognise and use metaphors to create imagery that enhances the meaning and aesthetics of a personal recount. They will also gain an understanding of the

structure and grammatical features of a personal recount in order to write about an imaginary experience of riding the bike they create.

This learning object provides stimulation for many classroom activities and could be used to introduce metaphors, or personal recount as a text type.

## Popstar puzzle

The Popstar puzzle learning object is based on a missing pop star mystery. Students are guided to scan text, take notes, and use the notes to construct a newspaper report. They learn about the structure and grammatical features of a newspaper report by exploring an interactive model and using a template to construct a newspaper report.



Learning object	LO ID
Popstar puzzle	864

The scenario is a cafe where a cadet reporter is planning to write a newspaper report on a missing pop star. Students work through the learning object to receive the reward for finding the pop star. Feedback with scaffolding is provided to support students in effective use of multimedia.

Popstar puzzle can be used to introduce note-taking, or newspaper reports as a text type, and as a stimulus for various classroom activities.

## Basketball clinic

Students are required to prepare practice drills for three members of a basketball team to help them improve their skills.



Learning object	LO ID
Basketball clinic	943

Students examine and interpret diagrams from a coaching manual, select appropriate text to explain each drill, and sequence drill directions in the correct order. The literacy focus of this task is the use of imperatives.

When the text and sequence for each drill are correct students can view an animated version of the drill. When the team members successfully complete all of the drills an animation shows the improved team winning the match.

## Crimewatchers

In *Crimewatchers* students take the role of a producer of *Crimewatchers*, a television show that asks the public to help solve crimes.



Learning objects	LO ID
Crimewatchers: persuade your audience	942

'Crimewatchers: persuade your audience' contains non-TLF content. See Acknowledgements in the learning object.

Students watch a previous *Crimewatchers* segment as a model structure to assist them to build a new segment. They assemble and review a sequence of video clips, build captions to match these clips adding detailed descriptions of people, places and things. This process requires attending to detail and precision in factual description. Cloze activities allow students to explore the use of adverbials and adjectives. A mentor, the executive producer, provides scaffolded literacy support. Students are also assisted with difficult words by the Speller activity. Their final storyboard, including the descriptive captions, can be printed.



## Celebrity garbage

Students assist a private eye working to solve the case of a missing celebrity.



Learning objects	LO ID
Celebrity garbage: Cal Calvino	1175
Celebrity garbage: Tiffany Love	863
Celebrity garbage: Zac Bronski	1703

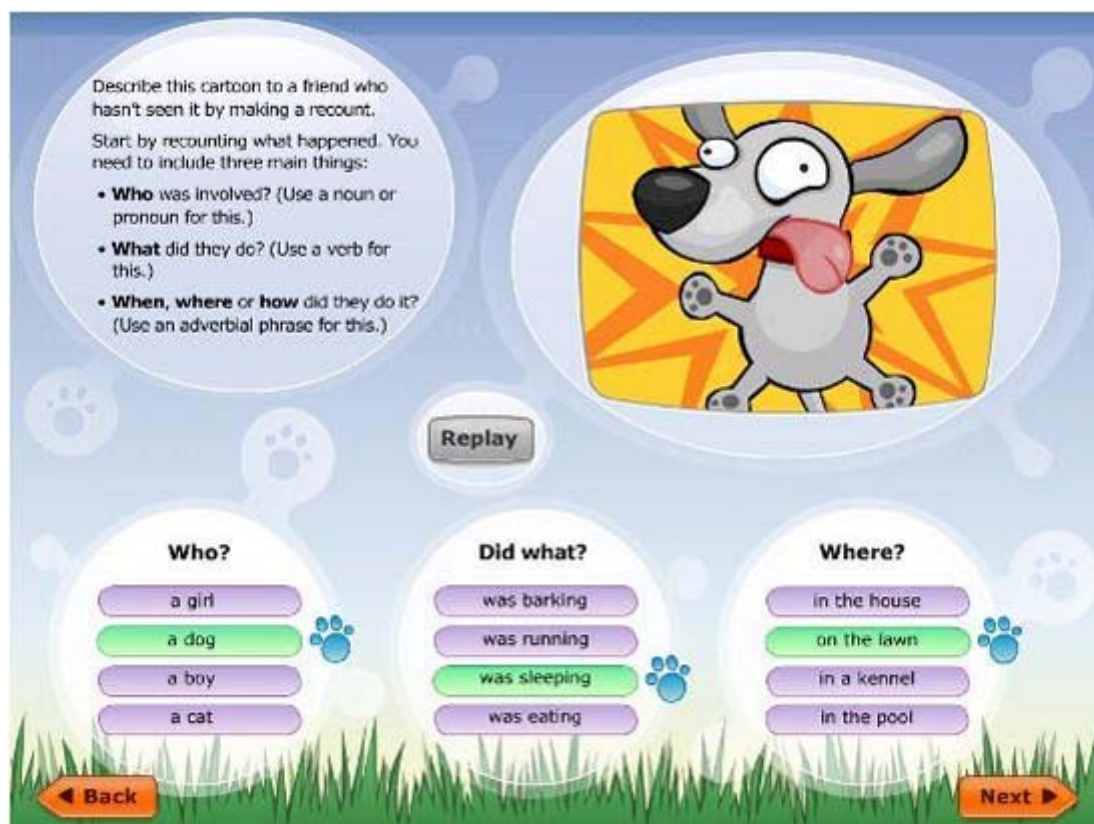
Students first examine clues in a rubbish bin, noting key dates and times on items of evidence, such as a hairdresser's receipt or an email message, and sort the evidence into chronological order. Students are guided to use the skills of scanning text and note-taking on an Evidence chart. They then use their notes to construct a factual recount. They gain an understanding of the structure and grammatical features of a factual recount by exploring an interactive model and using a template to construct their own recount.

Feedback in a range of multimedia formats is included. Cloze activities provide a check on whether students have correctly sequenced their facts. Students are able to print their recount of the case.

Learning objects in this series have an increasing level of difficulty, with Cal Calvino being the least challenging and Zac Bronski the most challenging.

## Show and tell

The Show and tell series of learning objects assists students to write a factual recount using noun groups, verbs and adverbial phrases. They learn to order sentences correctly and use other language features to make their recount more interesting for the reader.



Learning objects	LO ID
Show and tell: here, boy!	1280
Show and tell: eerie encounter	1281
Show and tell: close encounter	6193
Show and tell: that cat	6192

Each of the learning objects

- Requires students to view an animated cartoon, select appropriate text relating to the context of the cartoon and rearrange phrases in correct sentence order in order to construct a basic recount.
- Requires students to review and improve the basic recount by selecting appropriate conjunctions, adjectives or adverbs in cloze activities
- Has increasing levels of difficulty in stages throughout the learning object
- Allows students to choose an appropriate image to accompany their text description
- Provides an option to print the completed task.

### Show and tell: here, boy!

Students add adjectives and adverbs to enhance their basic recount.

### Show and tell: eerie encounter

Students add adjectives and adverbs to enhance their basic recount.



**Show and tell: close encounter**

Students add conjunctions, adverbs and adjectives to enhance their basic recount.

**Show and tell: that cat**

Students add adjectives and adverbs to enhance their basic recount.

## Wacky-oke song quest



Learning objects	LO ID
Wacky-oke song quest	937

'Wacky-oke song quest' contains non-TLF content. See Acknowledgements in the learning object.

Students develop a slide presentation to accompany song lyrics in a youth song competition. To undertake this they must identify the main idea or feelings expressed in each line of the song, and then select an image that reflects that feeling. For example, they can select an image of one person talking to another to represent story telling. The learning object allows students to build a visual sequence that represents the thoughts and feelings expressed in the song. They can 'present' their slideshow within the learning object.

## Point of view

The Point of view series offers students the opportunity to compile three different report styles based on differing opinions about a skateboard accident. Students are able to print their completed reports for further classroom discussion.



Learning objects	LO ID
Point of view: editorial	934
Point of view: newspaper report	935
Point of view: newspaper report: verbs	3116
Point of view: newspaper report: adverbs	3117
Point of view: newspaper report: pronouns	3118
Point of view: witness reports	936

### Point of view: editorial

Initially students explore a model to learn about structure, purpose and appropriate language for a newspaper editorial. They read two letters that express different points of view on a recent skateboard accident. They then select a point of view and prepare a suitable editorial about the issue. Finally, students must select appropriate opinion adjectives and modal verbs to express that point of view effectively.

### Point of view: newspaper report

After examining a model newspaper report to learn about structure and appropriate use of verbs, adverbial phrases and pronouns, students read and listen to two witness reports of a skateboarding accident. They identify the two different points of view and organise paragraphs into an appropriate sequence for a newspaper report before selecting suitable verbs and adverbial phrases for the report. Students complete the report by adding a headline and selecting an appropriate photograph to accompany it.

**Point of view: newspaper report: verbs**

Students undertake the same task as in 'Point of view: newspaper report', however they focus only on verbs when improving their text.

**Point of view: newspaper report: adverbs**

Students undertake the same task as in 'Point of view: newspaper report', however they focus only on adverbs when improving their text.

**Point of view: newspaper report: pronouns**

Students undertake the same task as in 'Point of view: newspaper report', however they focus only on pronouns when improving their text.

**Point of view: witness reports**

Students read and listen to three witness accounts of a skateboard crash; each account presenting a different point of view. Then, by using a model report to learn how past tense verbs and opinion adjectives shape point of view in a text, students construct three reports, selecting appropriate verbs and adverbs to reflect each witness's point of view.

## Cricket talk



Learning objects	LO ID
Cricket talk	944

In 'Cricket talk' the student takes the role of a sports commentator describing the final over of a one-day cricket match between Australia and New Zealand. They must choose language that matches the actions of the bowler and batsman and make the commentary as interesting and engaging as possible. They construct a persuasive oral text to describe sports action choosing descriptive and emotive language targeted at a particular audience.

To assist them, they compare gradations of evaluative words to select those that accurately describe specific actions. Feedback is given according to the intensity of the vocabulary selected.


Audio commentary can be played back after the student has selected phrases for each ball of the over. The full text of the audio commentary can be printed after the student has selected phrases for the entire over.





Randomised variation in the sequence of actions and results encourages repeated use.



## Sea chase

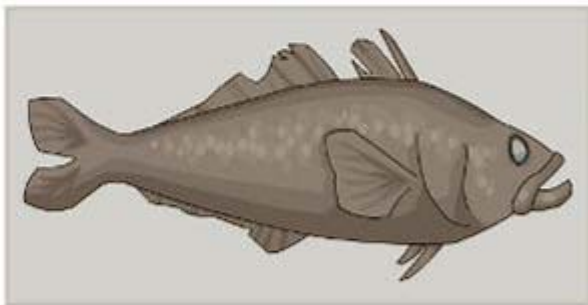
Select the sentences from **Document 1** or **2** that belong in this part of your report.

 Bird's-eye view


 Document 1  Document 2  Report structure  Your task


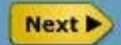
**About the Patagonian toothfish**

Patagonian toothfish are brownish-grey fish with distinct dark markings. They have large pectoral fins and long pelvic fins. Their bodies are covered in comb-like scales. A full-grown Patagonian toothfish can weigh up to 100 kilograms.



Patagonian toothfish are in the cod icefish family. They are also known as Australian sea bass, Chilean sea bass, mero and black hake. Their white meat is high in oil and is considered delicious. The main customers are in Japan and the USA, where prices can reach more than \$20 per kilogram.

Notepad: Classification, paragraph 1 

 Back  Next

Learning objects	LO ID
Sea chase	866

'Sea chase' contains non-TLF content. See Acknowledgements in the learning object.

In the role of reporter, students join a Customs and Fisheries vessel chasing a boat suspected of fishing illegally for Patagonian toothfish. Students engage with the issue of illegal fishing as a context for text construction. They apply skills of reading, categorising and grouping information before constructing an information report using a template divided into paragraphs. Students apply textual features, including pronouns, technical words, headings and subheadings to edit their report. Finally, they select an appropriate photo and write a relevant caption. Feedback to the student focuses on text structure and features of an information report. Meanings are provided for difficult words.

The completed report is sent to a fictitious newspaper for 'publication' and students can print their final text.

## Garage beat

In the Garage beat series, a 'garage band' context enables students to explore key characteristics of three different text types: a profile, an advertisement, and a media release. Students produce their own text using the models provided. Voice-over audio support is provided and the students' finished work can be printed.



Learning objects	LO ID
Garage beat: profile	1296
Garage beat: advertisement	1297
Garage beat: media release	1298

This series contains non-TLF content. See Acknowledgements in the learning objects.

### Garage beat: profile

Students select questions then interview members of a garage band, gathering information, such as how they got started and what have been their greatest successes. Review of a model text enables students to determine the key characteristics of a profile. They then construct their own written profile of the band. The profile includes rephrasing the band's informal spoken answers into more formal and concise written language and adding an introduction, conclusion, photo and headline.

### Garage beat: advertisement

Students help members of a garage band to upgrade their musical instruments. Using a checklist from the lead singer students compare advertisements for used instruments then, by reviewing model advertisements, they identify the key language features of a successful advertisement. Ultimately, they build an advertisement aimed at selling a drum kit, using a model text structure, images and sample text, plus information gained from the band members regarding instrument features, band preferences and price limits.



**Garage beat: media release**

After meeting each of the band members and exploring their 'garage' to find out the background of the band, students create a promotional media release. As with other learning objects in the series a model structure and sample text are used to enable students to identify key features of this text type to enable them to prepare publicity material.

## Koala control



Learning objects	LO ID
Koala control: points of view	1285

In the 'Koala control: points of view' learning object, students explore facts and opinions about controlling populations of koalas primarily by interviewing people expressing a range of opinions. A model structure and sample text are used to summarise each point of view. Students explore the ways in which language is used to convince an audience or reinforce a position, for example, one person expresses negative feelings about koalas by using phrases containing emotional verbs such as 'Other animals that depend on trees are suffering too'. Ultimately students rank the strength of the opinions on a simple scale, while also contributing their own opinion to those of the interviewees.

## Anti-bullying campaign



Learning objects	LO ID
Anti-bullying campaign	940

A youth worker is undertaking an anti-bullying campaign after students see a bullying incident at a shopping mall. The students' role is to design a flyer as part of the campaign. A model flyer on road safety is presented to enable students to explore the text structure, language features and image types used in a persuasive text. Finally, they build their own flyer from a range of text and images provided. Structured feedback is provided to ensure students make selections consistent with the text type. The completed flyer can be printed.

## Beach safety

Students construct a video for a public awareness campaign on beach safety.



Learning objects	LO ID
Beach safety: video campaign	1288

In Beach safety: video campaign, students choose animated clips to illustrate responsible behaviour for beach goers to include in their video. Using this material, they examine differences between formal and informal language and then select text for the script that is written in a formal, yet friendly, way.

There is the option to print the student's completed video campaign script with the accompanying images.

## Finish the story\*

In the Finish the story series the student assists a book publisher to complete a popular culture story that is designed to appeal to a particular audience.

The screenshot shows a digital story interface. At the top, a speech bubble from a character says: "It's not a bad story, but as you can see, it's not finished. We don't know what happens in the end." Another speech bubble says: "Select the three possible endings and choose the one you think would be most dramatic. Then select **OK**." Below this, the story text reads: "The story so far ... 'I'm never speaking to him again!' Susan muttered angrily. She pushed open the door. She and Brad had had a blazing row. Brad drove away with an angry face." The story is illustrated with comic panels. One panel shows a red car with a speech bubble saying "SCREECH!". Another panel shows the car crashing with a speech bubble saying "BANG!". A third panel shows Susan screaming with a speech bubble saying "AIEEEE!". Below the panels, the text continues: "Suddenly Boofy, Susan's dog, sped out. It rushed onto the road right under the wheels of Brad's car." and "There was a screeching of tyres. Brad swerved wildly. It was too late. Susan watched, horrified - his car crashed." Another panel shows Susan on the phone with a speech bubble saying "The car door opened. Brad fell out. Susan watched helplessly. She rushed inside to phone an ambulance." At the bottom right, there are three buttons labeled "End 1", "End 2", and "End 3", and an "OK" button. At the bottom left, there are "Back" and "Replay" buttons. At the bottom right, there is a "Next" button.

Learning objects	LO ID	Years
Finish the story: car crash	1277	8–9
*Finish the story: bushfire	1275	5–6
Finish the story: boat disaster	1276	8–9

\*Learning objects in development.

In each of the learning objects in this series students complete the narrative by providing their own resolution. They are then assisted to edit the body text to improve its appeal to the intended audience. Students have control over the visual appeal of their completed story by choosing an appropriate illustration to accompany the narrative. The completed story can be printed in book format and used for further discussion, evaluation or development, or to serve as a model for conducting similar activities in class.

### Finish the story: car crash

In 'Finish the story: car crash' students use adverbial phrases of place and time, similes and conjunctions to build complex sentences.

### Finish the story: bushfire

In 'Finish the story: bushfire' students use adverbs, pronoun reference and saying verbs to enhance their narrative.

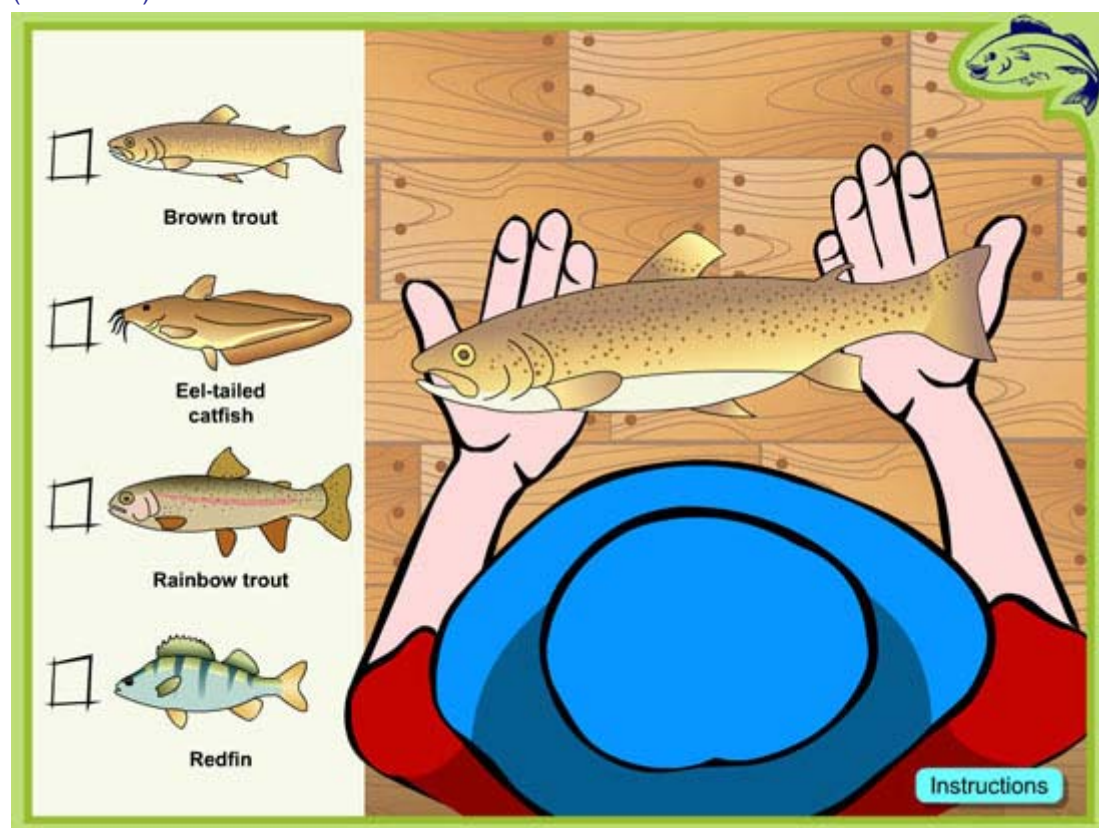
### Finish the story: boat disaster

In 'Finish the story: boat disaster' students use adjectives, action verbs and text connectives to complete the narrative.



## Responsible fishing in Western Australia: write an article

(Years 8–9)

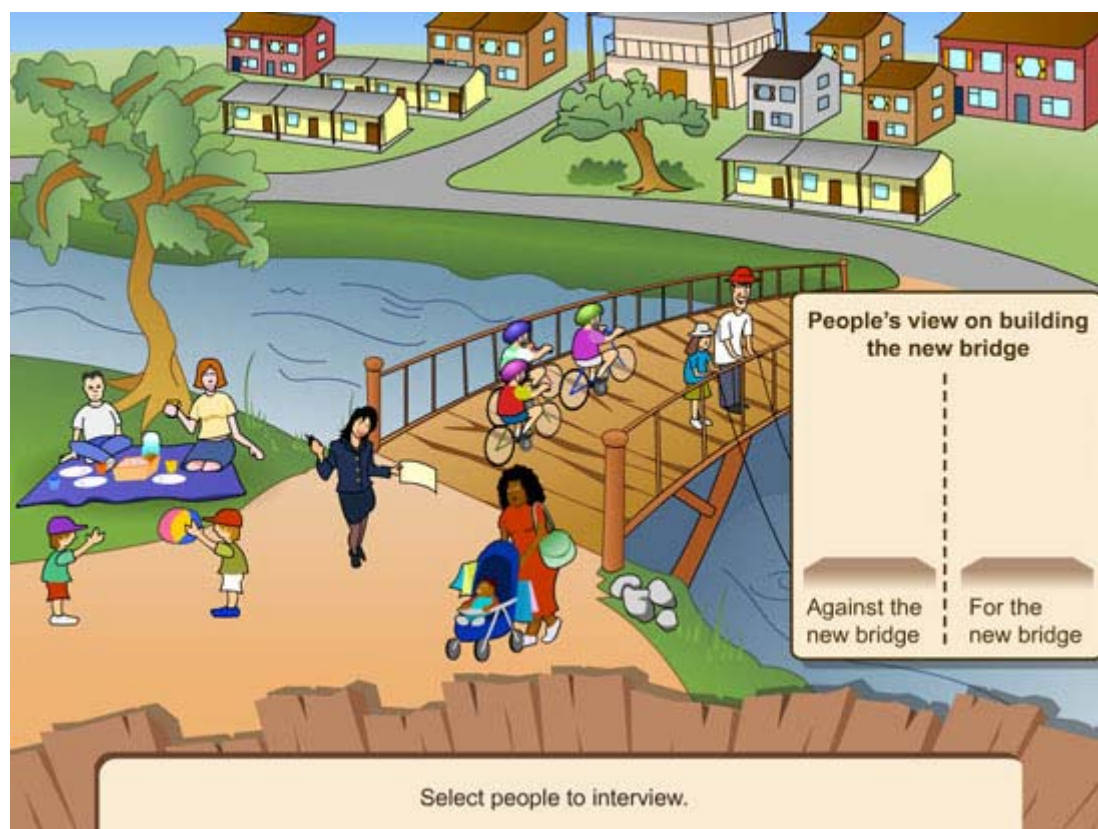


Learning objects	LO ID	Years
Responsible fishing in Western Australia: write an article	4914	8–9

In 'Responsible fishing in Western Australia: write an article', students investigate a fishing site in Australia affected by human activities. They are able to identify the laws and regulations that relate to fishing in this region and help write a magazine article to inform anglers of the laws and regulations they should observe. Students consider evaluative and persuasive language, and use a glossary to help with difficult words. Students also consider the audience and purpose in making their language choices.

The edited magazine article can be printed for further discussion, evaluation or development in the classroom.

## Save our bridge



Learning objects	LO ID
Save our bridge: presenting the arguments	865

'Save our bridge: presenting the arguments' contains non-TLF content. See Acknowledgements in the learning object.

Set in the fictitious town of Greymouth, the student gathers opinions about the potential replacement of an ageing bridge. By recording these opinions the student is able to reach a conclusion about what the community wants. This research is used to prepare a 'PowerPoint-style' presentation, using images and written text that reflect the community's views, to present to Greymouth Council.

The completed presentation can be printed to stimulate discussion within the classroom or to serve as a model for conducting similar activities.



## Timeline



Learning objects	LO ID
Timeline: Nhu Minh's story	1282
Timeline: the Chiu family's story	6196
Timeline: Merv Bishop's story	6197

'Timeline: Nhu Minh's story' contains non-TLF content. See Acknowledgements in the learning object.

In 'Timeline: Nhu Minh's story' students meet a teacher who came to Australia from Vietnam as a young girl. They learn about her family, the country she came from and her experiences in Australia. Using this data, students sequence text elements to build a factual recount of her life story. Students then choose adjectives to enhance these factual details. The completed text can be printed for further discussion, evaluation or development, or to serve as a model for conducting similar activities in class.

## Manga pro studio: making manga

**Manga pro studio** Entrance

Let's practise making some manga. You need to add text to all six panels to complete the story. Select a task number to begin.

Learning objects	LO ID
Manga pro studio: making manga	2111

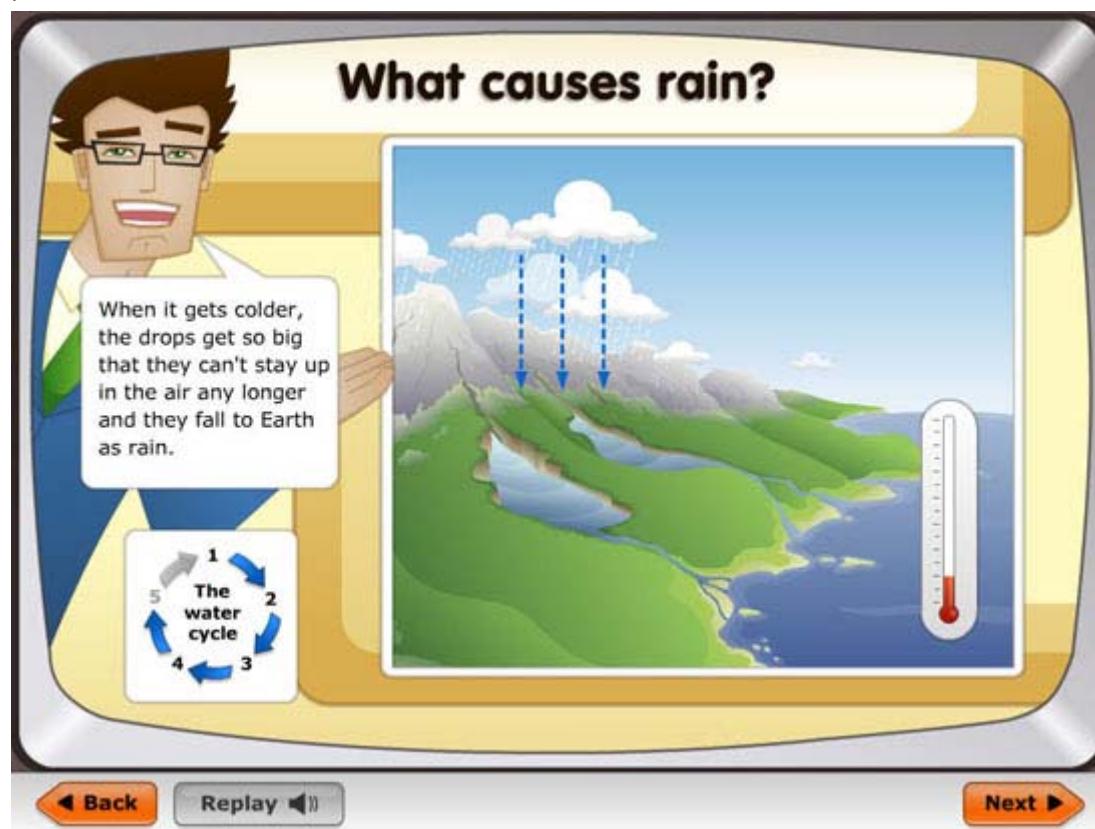
In this learning object students play the role of a new employee in a manga design studio. They explore elements of manga comics such as storylines, characters, colours, text and bubbles. They then complete a story choosing dialogue and 'sound words' to fit the illustrations helping students to relate dialogue and onomatopoeia to body language and other visual elements in cartoon texts.

The learning object provides cultural knowledge of the Manga genre, together with knowledge of generic features of cartoons in Japanese and English. It also teaches the English term 'onomatopoeia'.

There is an option to print the manga story sequence.

## World Wonders TV show

In this series, the student becomes a researcher for a television show called *World Wonders* and prepares research material relating to the cause, process and effects of different natural phenomena.



Learning objects	LO ID	Years
World Wonders TV show: earthquake	1283	7–9
World Wonders TV show: bushfire	1284	5–6
World Wonders TV show: thunderstorm	6194	5-6
World Wonders TV show: volcanic eruption	6195	7-9

The student sorts information from a range of sources associated with the show's topic into cause (what occurs before), process (what occurs during) and effects (what occurs afterwards), and then sequences the information appropriately into a script. The student is helped to enhance and refine their script. The student can listen to the script presented on-air, and can print the script with the accompanying graphics.

### World Wonders TV show: earthquake

Students engage in comprehension, critical literacy and factual descriptions while preparing research material for a television program about earthquakes. This learning object has a strong focus on combining clauses using text connectives.

### World Wonders TV show: bushfire

The students undertake research for a program about the cause, process and effects of bushfires. The learning object has a strong focus on the use of verbal grammar, including noun groups containing adjectives to elaborate subject matter.

### World Wonders TV show: thunderstorm

As with 'bushfire' the focus of this learning object is on the use of verbal grammar, and provides students with additional opportunities to enhance their skill level.

**World Wonders TV show: volcanic eruption**

This learning object provides students with further opportunities to develop skills. As with 'earthquake' the students use conjunctions to combine clauses to create more complex sentences and sequence events.

World heritage: Kakadu information display

Students prepare an informative display about the Kakadu National Park in the Northern Territory.



Learning objects	LO ID	Years
World heritage: Kakadu information display [No spoken instructions]	4915	5 – 7
World heritage: Kakadu information display	5813	5 – 7

This series contains non-TLF content. See Acknowledgements in the learning object.

Using background information and descriptions in a range of texts about Kakadu National Park, students help a park ranger to sort facts and images for an information display on the park. Students read for information within the texts to enable them to group the materials thematically.

Finally students use a model structure and sample text and images to build a description for visitors. Content includes sections on the park's location, wildlife and cultural importance.

There are two versions of the object, one of which includes audio support for all mentor instructions and feedback.



## Sea Rescue: plotting the course



Learning objects	LO ID
Sea Rescue: plotting the course	865

'Sea Rescue: plotting the course' illustrates the connection between the use of symbols in a key and their positioning on a map. A dramatic narrative involving a rescue crew needing to reach a sinking boat provides the context. Students explore the meaning of a range of symbols used on a nautical map, place the symbols appropriately on a chart in accordance with cues in different text formats, complete a key and then determine the safest most direct route to the emergency. Students are invited to think critically, solve problems and make decisions. The meanings for difficult words are provided, as well as text, audio and visual feedback to the student.

## Robots: make a catalogue

Students investigate the characteristics of a range of robots, and then prepare an advertising catalogue using appropriate language and illustrations.

Notice that we used some technical words in our explanations of the robot's features. They help to describe what it can do.

Keep this in mind for the robots that you're going to build next.

Technical words

**Siege robot features**

- **Vision equipment** allows it to record the details of the scene of a **siege**.
- **Human-like legs** allow it to turn corners and go up and down steps.
- A **strong metal shield** allows it to push down doors and **withstand attack**.

Back Next

Learning objects	LO ID
Robots: make a catalogue	5995

Students begin by exploring facts about a robot designed to enter dangerous situations. They then complete the construction of two other robots - a companion robot and an underwater robot - by selecting appropriate components to enable these robots to perform relevant tasks.

Using a model text structure and images they build explanations about the features of each robot, choosing titles, words and images that suit the audience and support the advertising message. For example, they would select technical words such as 'vision equipment' and 'human-like legs' to describe mechanical parts of the robot.

Finally students compile an advertising catalogue by choosing text with positive words highlighting the features of each robot. The catalogue can be printed.

## Visit us: tourist information website

Students complete a promotional tourist website by gathering information about the Central Western New South Wales area and use a model text structure and images to build information reports.

**Web Page Editor**

- **Home**
- **Western Plains Zoo:**
  - **page 1**
  - **Western Plains Zoo:**
    - **page 2**
  - **Warrumbungle Range**
  - **Parkes**
  - **Observatories**

### The Western Plains Zoo

Dubbo's Western Plains Zoo, recognised as Australia's greatest open-range zoo, covers an area of 788 hectares.

The zoo has more than 1000 animals. These include [dropdown menu] animals such as [dropdown menu] farm [dropdown menu] nos, exotic [dropdown menu] endangered [dropdown menu] big cats and [dropdown menu] pet [dropdown menu] ve animals such as several [dropdown menu] of wallaby.

Since opening, the zoo has developed a reputation as a world-renowned centre for its care of wildlife. It runs [dropdown menu] programs for endangered species, conservation programs and has excellent educational facilities and exhibits.

Dubbo's Western Plains Zoo is visited by up to 250 000 tourists each year.

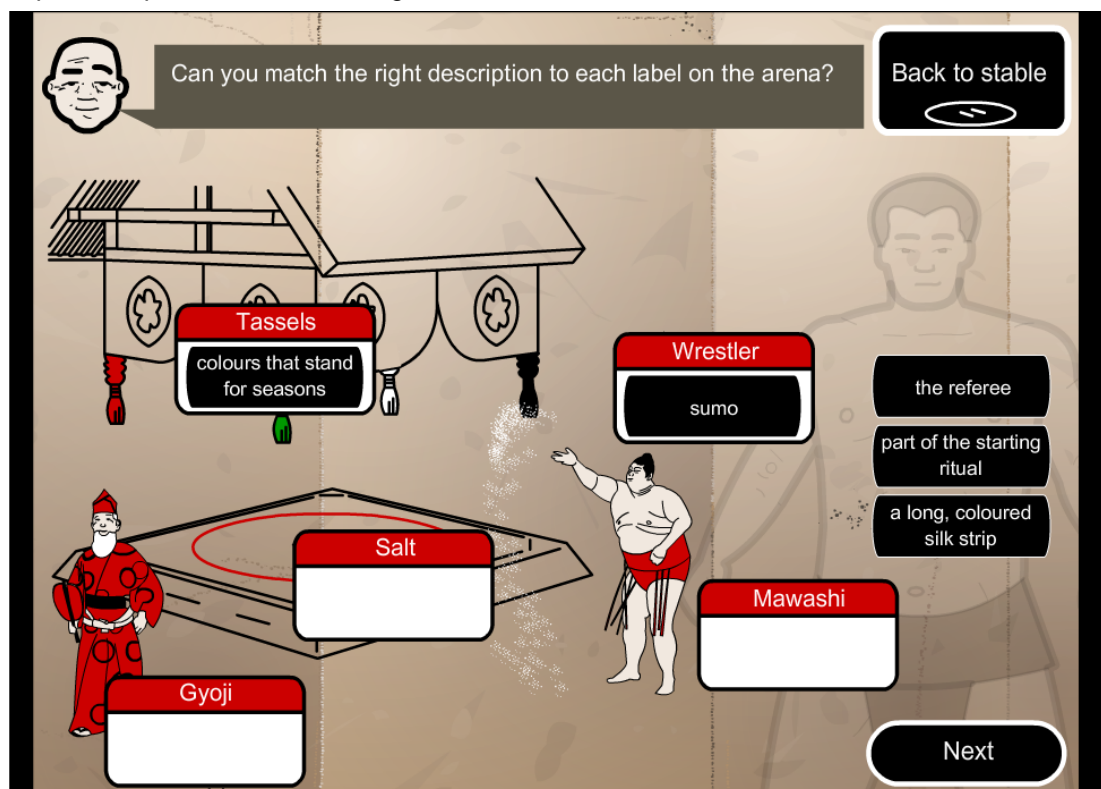
Learning objects	LO ID
Visit us: tourist information website	5996

The students constructs information reports about the Western Plains Zoo, the Warrumbungle Range, Parkes and the observatories by choosing titles, words and images that suit the audience and support the message. For example, they must use technical words such as 'open-range zoo' and 'radio telescope' to describe tourist attractions.

Aspects of visual grammar are introduced requiring students to select an image that focuses on the most relevant part of a scene to enable them to link ideas through the layout, paragraphs and headings.

## Train a sumo wrestler: sports culture in Japan

Students read, analyse and interpret a range of texts about aspects of the traditional Japanese sport of sumo wrestling.



Learning objects	LO ID
Train a sumo wrestler: sports culture in Japan	6310

The learning object:

- Provides facts in a range of formats about sumo wrestling and the training habits of sumo wrestlers
- Helps students to apply literal and inferential comprehension to words and phrases associated with sumo wrestling including timetables, eating, training and other rituals
- Requires students to arrange a sumo training schedule into the appropriate sequence
- Tests comprehension and cultural knowledge through a series of multiple-choice questions
- Enable students to watch an animated sumo wrestling bout.

## Literacy: *Critical multiliteracies*

In the Critical multiliteracies set of learning objects, students in years 5-9 are immersed in a broader repertoire of literacy practices. They are supported to negotiate texts of traditional and new communications technologies and encouraged to question, investigate, deconstruct and reconstruct the meanings expressed through these new literacies. In particular, students are encouraged to critically examine and evaluate the underlying techniques used in the construction of a range of multimodal texts.

### Lights, camera, action

In the Lights, camera, action series students are enrolled at the *Spellberg School of Film* where they learn how the language and techniques of film-making are used create meaning and to tell stories.



Learning objects	LO ID
Lights, camera, action: camera	2844
Lights, camera, action: editing	2845
Lights, camera, action: lighting	2846
Lights, camera, action: sound	2847

In each of the four learning objects in this series, which focuses on different aspects of film-making (camera shots, editing, lighting and sound), students undertake a 3-unit course to learn how film-makers use specific techniques to construct meaning and influence audience response.

In the first unit they learn basic terminology. Their understanding is tested through a multiple-choice question quiz.

In the second unit students undergo training in the specific technique, seeing how these hide or reveal things, set a mood and influence audience feelings. Students look at a model sequence of shots and are prompted to notice how the meaning of a scene is changed depending on the techniques used.



Finally, in the third unit, students shoot scenes for two different films (horror and comedy genres), drawing on what they have learned in the previous two units. A director provides feedback on the specific techniques used and, if necessary, invites students to shoot the scenes again to more closely match the mood of the script.

Each object includes an option to print a certificate summarising key principles learnt in the course.

**Lights, camera, action: camera**

Students explore how camera shots, movements and angles are used in films to tell a story.

**Lights, camera, action: editing**

Students explore how editing helps to tell a story in films, and learn how the order of scenes and type of transitions can affect the flow, set a mood and keep an audience interested.

**Lights, camera, action: lighting**

Students explore how light levels and lighting effects are used in films to tell a story.

**Lights, camera, action: sound**

Students explore how sounds and sound effects are used in films to tell a story and learn how combinations of sounds can hide or reveal things, make a scene more realistic, set a mood and influence audience feelings.

## Riddle of the black panther

In the Riddle of the black panther series, students produce a segment for an evening TV current affairs program using a range of texts and sources. The learning objects illustrate how editing processes are used to shape a story's focus and influence audience emotions.



Learning objects	LO ID
Riddle of the black panther: evidence in favour	2848
Riddle of the black panther: evidence against	2849
Riddle of the black panther: the search	2850

'Riddle of the black panther: evidence in favour' contains non-TLF content. See Acknowledgements in the learning object.

In the two learning objects in this series that focus on evidence, students take on the role of TV reporter to produce a segment based on alleged sightings of a large black panther prowling the countryside near the town of Flotsam. They examine photos, sounds, witness reports and video clips and choose footage to fit the storyline. They then edit and arrange the evidence, choose a title for the report and write a voice-over script.

Students explore terminology used in production of current affairs programs and the metalanguage of verbal and visual grammar. Their understanding of verbal and visual language features are tested through multiple-choice questions.

A mentor character provides feedback on the text features and the emotional impact of text selections.

### Riddle of the black panther: evidence in favour

In 'Riddle of the black panther: evidence in favour', the TV studio bosses want the story to be scary so the viewers feel sorry for people in the town.

**Riddle of the black panther: evidence against**

In 'Riddle of the black panther: evidence against', the story must be that there is a false rumour of a black panther roaming around Flotsam terrorising the people. Students must make the viewers feel that people in the town are safe.

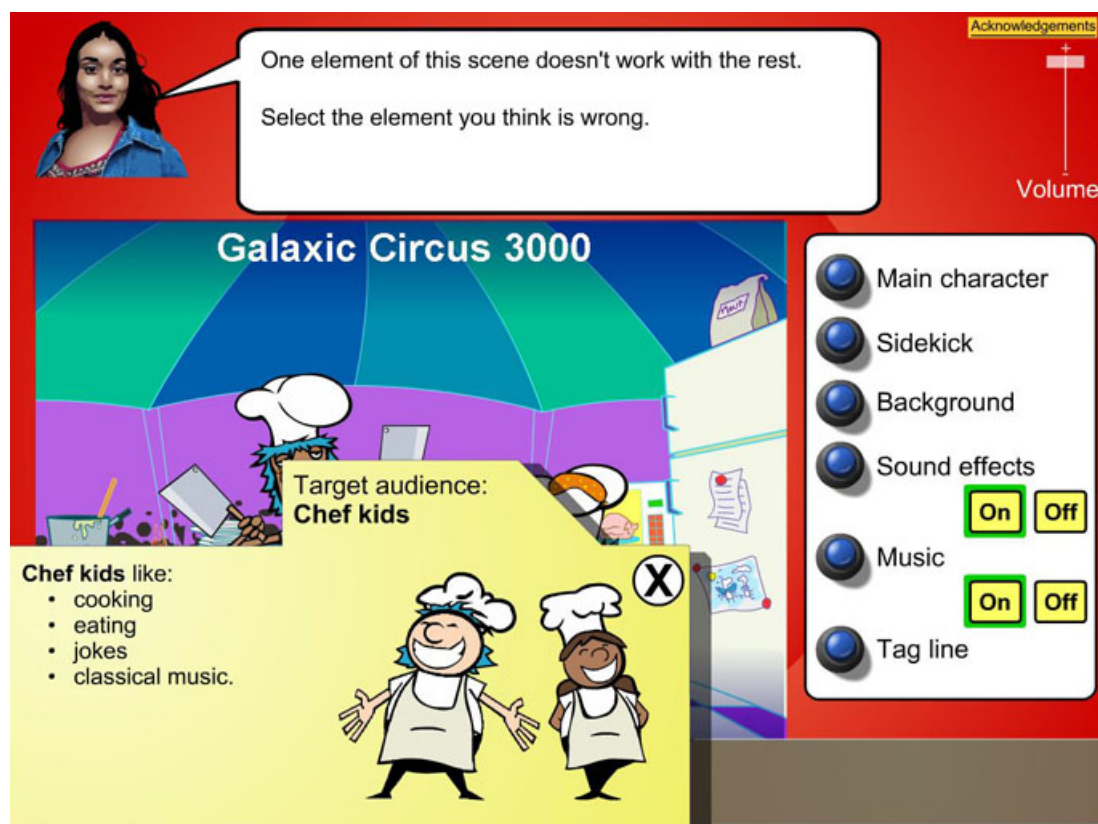
**Riddle of the black panther: the search**

This learning object, which is focused on the search, concentrates on the reliability of evidence. This time the students in the role of TV reporter must find and video the black panther allegedly roaming the town of Flotsam.

They need to interview witnesses and gather information from a range of sources to establish where to film the black panther. Students rate the reliability of evidence by using the SAFE test (Source, Attitude, Facts and Emotions). When five pieces of reliable evidence are identified, students use the information to decide on the most likely location, time, and method of transport to find the panther before going there to film it.

## Character maker

The Character maker series illustrates how characters and animated scenes are assembled to suit audience preferences in the process of making of a TV advertisement.



Learning objects	LO ID
Character maker: visual attributes	2851
Character maker: movement	2852
Character maker: sound	2853
Character maker: creating a scene	2854

'Character maker: creating a scene' and 'Character maker: sound' contain non-TLF content. See Acknowledgements in the learning objects.

Each of the learning objects in the series requires students to build a scene to advertise a new cartoon show. They choose characters and scene elements, such as a main character, sidekick, background, music and sound effects that will attract a particular target audience. The learning objects introduce the concepts of stereotypes and target audiences, and how they contribute to the process of character construction. A mentor character provides feedback on the audience appeal of each scene selection.

Students gain an understanding that choices in the production of images and action influence the viewer to take evaluative positions about the subject matter.

Each learning object includes an option to print a certificate summarising key principles of scene-building. The learning objects each focus on a different aspect of production.

### Character maker: visual attributes

Students choose characters and colours that will attract a young audience.

### Character maker: movement

Students choose characters and actions that will attract a young audience.

**Character maker: music**

Students choose characters and music that will attract a young audience.

**Character maker: creating a scene**

Students choose characters and scene elements that will attract a young audience.



## Gamemaker

In the Gamemaker series students explore how video game makers change the look and feel of a game through combinations of sound, image, words and movement.



Learning objects	LO ID
Gamemaker: level 1	3271
Gamemaker: level 2	3272

'Gamemaker: level 1' contains non-TLF content. See Acknowledgements in the learning object.

### Gamemaker: level 1

Students change a mobile phone game to suit a different audience, choosing elements such as background, title, music and play speed. They check a market research summary of what the audience likes and try to make all of the elements work together to appeal to that audience.

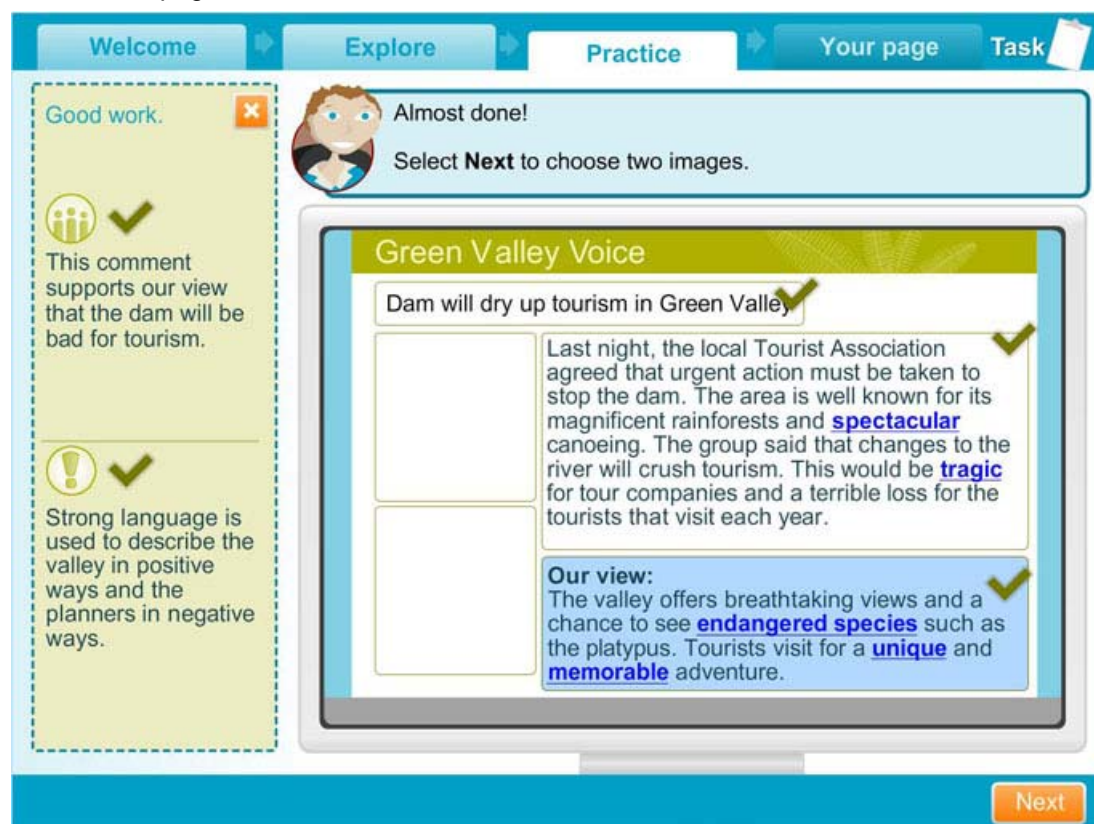
In building a game students are creating multimodal texts that are tailored for particular audiences defined by age, ethnicity, gender, social group and indicate explicit knowledge of the variations in choices that characterised the 'tailoring' processes.

### Gamemaker: level 2

'Gamemaker: level 2' has more options to choose from in altering the game.

## Online news (Years 5–8)

In the Online news series, students explore the ways in which language choices, along with various other multimodal text choices, can construct a particular evaluative stance in an online news page.



Learning objects	LO ID	Years
Online news: Green Valley Voice	3455	5–8
Online news: perfect pets	3456	5–8
Online news: island holiday	3457	5–8
Online news: sport scene	3458	5–8

'Online news: Green Valley Voice' contains non-TLF content. See Acknowledgements in the learning object.

The learning objects in this series all involve students compiling content for an online audience. Each of these learning objects contain gradations of complexity from a welcome and modelled page, to a scaffolded practice activity, to a final build section where they complete their final page of online news without step-by-step assistance. Each learning object requires the students to take a pre-determined position when compiling the content.

### Online news: Green Valley Voice

In this learning object, students take on the role of editor for the *Green Valley Voice* newspaper office. Their task is to create a page of content selecting from a range of newspaper office resources (images and text) for the the online department about a proposal to build a new dam in Green Valley.

The team at Green Valley Voice believes the construction of the dam will be detrimental to the local community. The choices of items for the page must therefore satisfy two core criteria. The choices of images and texts for the student's page must:

- match the position taken by the *Green Valley Voice* team
- use strong language to communicate the point of view being taken.

**Online news: sell the pet**

Students create three online pages for a pet shop promoting three types of pets: ferrets, giant Madagascan cockroaches and hermit crabs.

**Online news: island holiday**

Students create three online pages for a tour company promoting three different types of holidays: action/adventure, family, romantic get-away.

**Online news: sports scene**

Students create three online pages for a weekly sports club newsletter: promoting a sport and dealing with related issues.

## Web designer

The Web designer series is designed to assist students to distinguish between overtly persuasive texts and apparently neutral texts.

**History site word text**

**You selected:**

The Vikings came from Norway, Denmark and Sweden.

They sailed to many countries searching for land to settle on and farm.

The Vikings invaded Britain more than one thousand years ago. After years of plundering, many of them became peace-loving farmers.

The word 'Viking' means a 'pirate raid'.

**Question 1**

This word text tells you 'when', 'from where' and 'how' the Vikings came to Britain.

Move the words into the table that tell you 'when', 'from where' and 'how'.

**sailed**

**Britain**

**invaded**

**to settle**

**pirate raid**

**more than one thousand years ago**

**Norway, Denmark and Sweden**

**When**

1

**From where**

2

**How**

3

**Done**

Learning objects	LO ID
Web designer: Viking Britain level 1	3268
Web designer: Viking Britain level 2	3267
Web designer: Dragons level 1	3270
Web designer: Dragons level 2	3269

'Web designer: Viking Britain level 2' contains non-TLF content. See Acknowledgements in the learning object.

In the context of building and maintaining websites, students demonstrate their understanding that the choices of language, image and other meaning-making systems are influenced by:

- the topic or content
- the social relationship between the originator of the text and its audience
- the channel (aural/graphic/written) and the medium (paper/electronic) by which the text is communicated.

### Web designer: Viking Britain level 1

The student has been hired to help out Vikings Inc in their most desperate hour. A number of their Viking websites have been mixed up by a disgruntled employee before she left and it's the student's job to 'unjumble' them and put everything right. Each of the websites - an historical website about Vikings, a site for an upcoming sci-fi film that used Vikings as part of its theme and a tourism site that invites travellers to visit places in Britain significant for their Viking heritage - are in a mess. Each site has items for each of the other sites mixed in with it, such as title, main blurb, graphics and animation. It is the student's job to find which parts belong in which sites and make the necessary swaps.

**Web designer: Viking Britain level 2**

'Web designer: Viking Britain level 2' is more complex than level 1, with more items to manage on the site.

**Web designer: Dragons level 1 and Web designer: Dragons level 2**

The Web designer: Dragons learning objects have the same format as the Viking Britain objects, but this time the context is websites about dragons: dragon boat racing, Chinese dragons and the Dragon Inn restaurant.